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## Summary Writing Lessons Introduction

**Summary Writing Lessons** is one of three self-regulated writing strategies included in the SOLO Writing Coach. There are 18 lessons designed with a teaching schedule of three or more 45-minute sessions per week.

Teachers address all six stages of Self-Regulated Strategy Instruction (SRSI) instructional approach during the lessons.

### SRSI Stages:



**Background Knowledge** – Background knowledge and any new vocabulary (terms like setting, character, etc.) are developed. Self-statements are described and developed. Examples: “I can do this if I use my strategy and take my time.”



**Discuss it** – Explain the current strategy and each step including its purpose, benefits and when to use it. Examine and discuss current writing performance and strategies used to accomplish specific writing tasks. Learners make a commitment to learn the strategy and act as a collaborative partner in order to accomplish this goal. Learners are taught to monitor their own progress in learning and applying the strategy. Negative or interfering self-talk is addressed.



**Model it** – Teacher models how to use the strategy, employing appropriate self-talk and self-instruction. Instruction includes problem definition, planning, strategy use, self-evaluation, error corrections, coping, and self-reinforcement statements. Teacher and learners may collaborate to modify the strategy to make it more effective and efficient for them. Learners develop a record of self-statements they plan to use. The self-statements may be designed to regulate strategy use, writing task or learner behavior that interferes with learning. Goal setting is introduced here.



**Memorize it** – Steps of the strategy and accompanying mnemonic are memorized and practiced.



**Support it** – Learners practice using the writing strategy, self-statements, and any other self-regulation processes already introduced, receiving assistance from the teacher, their peers, or both until they use these procedures independently. Internalization of all the steps is encouraged. Teachers-help ranges from direct assistance, to modeling, to corrective feedback and praise. Learners may support each. Assistance is faded as soon as possible.



**Independent Performance** – Learners use strategies independently. May choose to fade goal setting and progress monitoring at this time.

Depending on the skill, interest and engagement level of the learners you teach, an individual lesson may require more than one 45-minute session, particularly when learners engage in increasing levels of strategy application in their own writing.



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## The Summary Writing Strategy

The Summary Writing Strategy teaches learners to apply the following steps in their efforts to write a summary of expository or narrative materials.

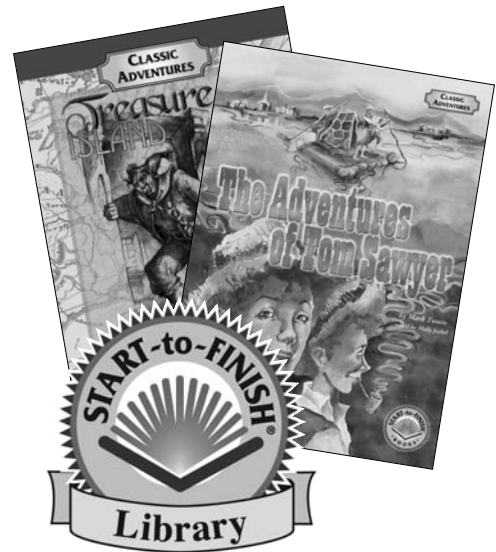
1. Read the text.
2. Identify and write down the main idea.
3. Identify and write down the important things about the main idea.
4. Reread the text to make sure all of the important ideas are in the list.
5. Write a topic sentence.
6. Number the important ideas using 1 for the most important.
7. Turn the topic sentence and list of important ideas into a paragraph.
8. Reread the summary paragraph to make sure it makes sense.
9. Ask yourself, "Have I left anything out?"

If you would like to print a poster of the Summary Writing Strategy steps, there is a .pdf on your SOLO Writing Coach CD or you can copy the page at the back of this guide.

### Text Examples

The examples in the lessons come from books in the Start-to-Finish® Library, published by Don Johnston Incorporated. We have provided you with paragraphs from particular books that allow you to teach and model the use of the writing strategies.

All text used in the lessons is provided at the back of this guide and on your SOLO Writing Coach CD. Photocopy the pages for overheads if needed. If you are using a computer projection system the text is located in a SOLO assignment named *Summary Lessons Read Aloud Text.asn*.



# Summary Writing Lesson 17



## TEACHER INSTRUCTION Introduce the Activity

**Purpose:** Put it all together.

### Read Aloud

Read Chapter 3 from *The Adventures of Tom Sawyer* to the class.

### Model

Think aloud and model the entire process of writing a summary encouraging the learners to check the list to make sure you follow each of the steps.

### Model Self-Statement

Evaluate the final summary by checking back with the steps and asking:

### Chapter 3: Midnight in the Graveyard

By dinner time, Tom had returned home, and by half past nine, Aunt Polly had sent Tom upstairs to bed. As Tom lay awake waiting for midnight, he began to hear all kinds of eerie noises: the creaking of the old house, the faraway howl of a dog, the ticking of the clock, and a noise from inside the wall. "Ghosts are definitely out tonight," thought Tom. Soon he began to doze, until a neighbor woke him by throwing a bottle at a cat. In a minute, Tom was dressed and climbing out his window onto the shed and then onto the ground below.

*Complete chapter found at the back of this guide.*

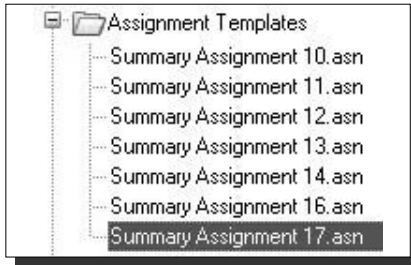
### Follow Each of the Steps:

- Read the text.
- Identify and write down the main idea (e.g., "Huck and Tom witnessed a murder").
- Identify and write down the important things about the main idea (e.g., "Huck and Tom snuck out at night, They went to the graveyard, They saw Injun Joe kill Dr. Robertson, Injun Joe tricked Muff Potter").
- Reread the text to make sure all of the important ideas are in the list.
- Write a topic sentence (e.g., "Huck and Tom were surprised by all of the dead people they saw in the graveyard").
- Number the important ideas using 1 for the most important.
- Turn the topic sentence and list of important ideas into a paragraph.
- Reread the summary paragraph to make sure it makes sense.

"Did I include everything that is important? Are there ideas I can get rid of?"

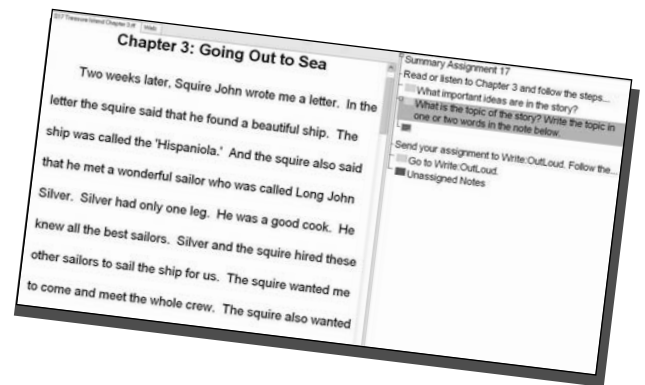


## LEARNER WRITING Do the Activity



### Launch SOLO Summary Assignment

Tell learners to launch  
SUMMARY Assignment 17.

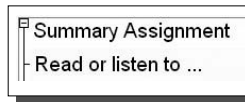


SUMMARY Assignment 17

### Read and Write a Summary Outline

Have learners read chapter 3 from Treasure Island and follow the steps to write a summary.

After learners have finished reading or listening and completing identifying important ideas and writing the topic, guide them to think about the steps in writing a summary (e.g., need to put ideas in order).



### Write a Chapter Summary



Once ideas are in order, direct learners to open Write:OutLoud (and Co:Writer as needed) to use the information in the outline to write a summary of the chapter that includes a topic sentence and a summary of the important ideas.



## SHARE COMPARE AND DISCUSS Wrap up the Activity

- When all of the learners are done, bring them back together as a group and ask them to share the summaries they wrote with the class.